DOCUMENT RESUME

ED 350 410 CE 062 059

TITLE	School to Employment Program (STEP) Jobs for Youth. Annual Report.
INSTITUTION	New York State Dept. of Labor, Albany.
PUB DATE	91
NOTE	100p.
PUB TYPE	Reports - Descriptive (141)
EDRS PRICE	MF01/PC04 Plus Postage.
DESCRIPTORS	Academic Achievement; Ancillary School Services; Basic Skills; Counseling Services; Dropout Prevention; *Dropouts; *Economically Disadvantaged; Education Work Relationship; Employer Attitudes; High Risk Students; Job Placement; On the Job Training; *Potential Dropouts; Program Effectiveness; Program Evaluation; Remedial Instruction; Remedial Programs; Secondary Education; State Programs; Statewide Planning; *Work Experience Programs; *Youth
IDENTIFIERS	*New York; *STEP Program NY

ABSTRACT

The School to Employment Program (STEP) provided job placement, training, counseling, and remediation for economically disadvantaged youth aged 14-21 who were at risk of dropping out of school or who had dropped out and were unprepared for employment. Its two major components were in-school and out-of-school programs. Youth in both programs were enrolled in educational activities and were assured of opportunity for work experience or on-the-job training. The 1991 program enrolled 2,700 disadvantaged youth in its 44 projects that operated throughout New York State: 1,417 in the in-school component and 1,283 in the out-of-school component. Sixty-nine percent of participants were minorities; 36 percent were welfare recipients. One-third of the out-of-school participants attained unsubsidized employment after the program; 14 percent of them obtained their General Educational Development diploma. Over 75 percent of in-school participants either remained in school or graduated. Participants in both components showed significant reading and math achievements. Over 95 percent of participants reported they planned to continue working, pursue additional training, or return to school. All employers indicated they would participate in the STEP program in future years. (Appendixes amounting to over two-thirds of the report include a listing of program sites, testing procedures and formats, and individual program descriptions.) (YLB)

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SCHOOL TO EMPLOYMENT PROGRAM

ANNUAL REPORT 1991

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JOBS FOR YOUTH

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STATE OF NEW YORK
Mario M. Cuomo, Governor

NEW YORK STATE DEPARTMENT OF LABOR Helping NY work

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SCHOOL TO EMPLOYMENT PROGRAM (STEP)

ANNUAL REPORT

1990 - 1991

Prepared by:

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PROLOGUE

Clearly, the retrenchment of federal commitments to Human Resources Programs during the eighties has placed a heavy burden on State and Local Governments to fill the gaps. On one hand we have an increasing national awareness that our current and future labor demands will not be met unless drastic action is undertaken to train our workforce in the skills needed to enhance our competitiveness in a global economy and on the other hand there isn't a comprehensive national policy in place to accomplish this task.

New York State has been and remains in the forefront in its efforts to train its workforce, especially its youth, to meet the demands of today and the years to come. One initiative, the School To Employment Program (STEP), which is the subject of this report, has, as is the case with the other youth efforts in New York State, demonstrated that it is a proven vehicle in preparing our disadvantaged youth for their transition to the workforce.

INTRODUCTION
AND
EXECUTIVE SUMMARY

1991 STEP PROGRAM

The School to Employment Program (STEP) addresses the needs of disadvantaged youth aged 14-21 who are either deemed at risk of dropping out of school or those who have already dropped out and are unprepared for employment. By combining a work experience with a learning experience, STEP seeks to increase employment readiness, basic skills and the likelihood that those still in school will complete their education. The youth are employed part-time in partially subsidized or unsubsidized jobs which give them income and increase their career awareness and work maturity while they also spend half days in remedial educational programs.

The STEP program has two major components: In-School and Out-of-School.

SCHOOL TO EMPLOYMENT PROGRAM (STEP) IN-SCHOOL

The School to Employment Program (STEP) In-School is an early intervention work/school program designed to provide economically disadvantaged "at-risk" in-school youth with job placement, basic educational skills, vocational skills, counseling, remediation and the motivation to succeed. This program is based on a mutually developed work/school agreement between the program and the participant, which will also include the participating employer.

The goal of the STEP In-School program is to increase the participant's career awareness and work maturity, while encouraging them to remain in school.

The targeted population are youth who are:

- enrolled in school
- 14 to 21 years of age, and
- "at-risk" of dropping out of school, and
- economically disadvantaged.

Programs are encouraged to focus job placement efforts in the private sector. The work component must be geared toward an occupational area of interest for the participants, where possible. The work component may involve work experience, unsubsidized employment or occupational skills training. The design also emphasizes participant improvement in:

- basic educational skills
- vocational skills
- job seeking capabilities
- work maturity

SCHOOL TO EMPLOYMENT PROGRAM (STEP) OUT-OF-SCHOOL

The School to Employment Program (STEP) Out-of-School is a job program designed to serve economically disadvantaged out-of-school youth with employment and training activities which will assist the youth in obtaining unsubsidized employment or return to school.

The primary function for the out-of-school program is to facilitate the placement of the participant into a job which is supplemented with basic skills remediation and/or GED preparation and/or existing occupational skills training, where appropriate.

The targeted population are youth who:

- are 16 to 21 years of age
- are school drop-outs
- are economically disadvantaged

SIGNIFICANT FINDINGS:

Outcomes

--- The 1991 STEP Program enrolled 2,700 disadvantaged youth in its 44 projects which operated throughout the state. There were 1,417 participants in the In-School component and 1,283 participants in the Out-of-School component.

--- Sixty-nine percent (69%) of the participants were minorities, and all participants were economically disadvantaged.

--- Thirty-six percent of the participants were welfare recipients.

--- Other participant characteristics included:

- o 90 were homeless,
- o Single parents numbered 140;
- o 367 participants were handicapped; and
- o 148 were ex-offenders.

--- One-third of the out-of-school participants attained unsubsidized employment after the program.

--- Fourteen percent or 181 Out-of-School participants obtained their GED.

--- Over seventy-five percent of In-School participants either remained in school or graduated.

--- Both In-School and Out-of-School participants showed significant reading and math achievements while in the STEP Program.

--- Eighty-eight percent of the participants reported that they had either developed or were developing a career plan as a result of their participation in the STEP Program.

--- Over ninety-five percent of the participants reported that they plan to either continue working, pursue additional training or return to school.

--- Four percent of the participants plan to enter military service.

--- All employers indicated they would participate in the STEP Program in future years.

THE REPORT

SECTION ONE

STEP ACTIVITIES

STEP ACTIVITIES

The School to Employment Program (STEP) provides job placement, training, counseling and remediation for economically disadvantaged youth. The program has two major components: In-School and Out-of-School. Youth in both programs are also assured of the opportunity for work experience or on-the-job training. The In-School and Out-of-School components of STEP also require participants to be enrolled in educational activities. Specifically, In-School youth are required to remain in an educational program leading to a high school diploma, while Out-of-School youth must participate in academic or GED preparation. The In-School program model requires that participants maintain satisfactory school performance and attendance standards to be eligible for jobs which are provided part-time during the school year and full-time during the summer. The Out-of-School programs also include on-the-job training, counseling, and remediation, with emphasis on basic educational skills, vocational skills and work maturity.

The following programmatic approaches were used to increase the employment potential and/or school retention of the economically disadvantaged youth participating in the STEP program.

Work Maturity - Courses were designed to assist youth in adapting to the work environment. Included in the courses were such areas as: the proper way to prepare for an interview, how to communicate on the telephone, job search techniques, resume writing, letter writing, and lastly, how to find and hold a job; including attendance, punctuality, communications, interaction, and respect for others.

Basic Skills Remediation - Courses are designed to improve the participant's reading, writing, and math skills pertinent to securing employment and keeping the job. In addition, improving these skills is vital in achieving a GED, a positive outcome of the out-of-school program.

Vocational Skills Training - Training in skill areas is provided by some out-of-school program operators.

Support Services - Participants are frequently in need and provided one or more support services such as: day care, transportation, and counseling to enhance their chances of success in the program.

One goal of STEP is to have private employers serve as the primary source of program worksites; to promote that goal the program can provide a 50 percent subsidy of participants' wages. It should be noted, however, that the program is permitted to use public sector agencies as well. The Federal Targeted Jobs Tax Credit (TJTC) program is often available to employers who hire STEP participants.

SECTION TWO

PARTICIPANT CHARACTERISTICS

PARTICIPANT CHARACTERISTICS

The 1991 STEP Program enrolled 2,700 youth in the 44 projects which operated throughout the State. Of this total, nearly seventy percent were minorities, thirty-six percent were welfare recipients, Fifty-two percent were female, and all were economically disadvantaged.

As in past STEP cycles, Blacks accounted for the largest block of STEP enrollees. For the Out-of-School component, the Black enrollment level was at 48 percent, Hispanics accounted for 32 percent, Whites were at 19 percent and Asians, American Indians and others made up one percent.

For the In-school component of STEP, Blacks enrollees accounted for 45 percent of total enrollees, White participants represented 41 percent of all In-school enrollees while Hispanic enrollees comprised 13 percent of this segment of the STEP program.

The Out-of-School programs were administered by community-based groups which concentrated on the more disadvantaged inner-city youth. The In-School programs, run by local Job Training partnership Act program operators, operated in some areas with a much lower minority population density. Undoubtedly, this accounts for the ethnic enrollment differences such as the wide differential in Hispanic enrollments in the two STEP components of the STEP program.

It was interesting to note that Hispanic participation in the STEP program reversed its declining trend of the past several years. Overall, twenty-two percent (22%) of all participants were Hispanic in the 1991 program year compared with nineteen percent (19%) last year.

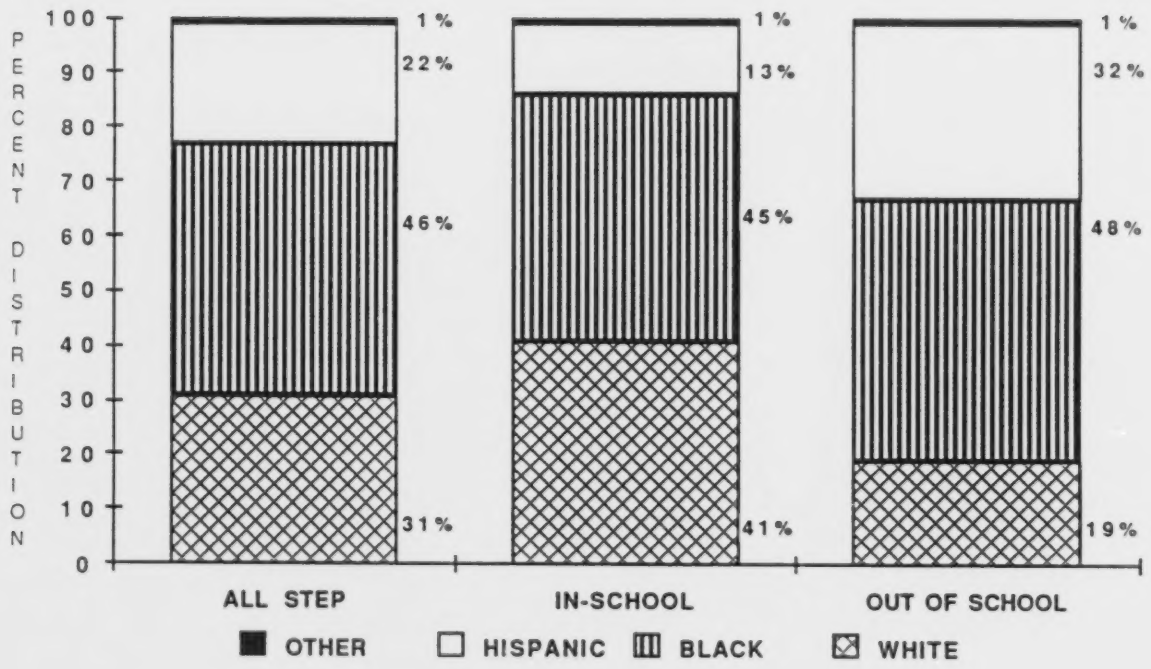
With the Hispanic population showing the largest growth rate among ethnic groups in New York State and statistics indicating that four-fifths of Hispanic youth do not finish high school, there certainly is justification for an expanding Hispanic role in the STEP Program.

Other significant characteristics of note include:

- Thirty-six percent of all enrollees were welfare recipients;
- Single parents numbered 140;
- There were 367 handicapped enrollees; and
- 148 offenders were STEP participants;
- 90 participants were homeless.

Chart I

SCHOOL TO EMPLOYMENT PR0GRAM
CLIENT CHARACTERISTICS



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SECTION THREE

PARTICIPANT OUTCOMES

AND

MEASURES

PARTICIPANT OUTCOMES AND MEASURES

The School to Employment Program (STEP) addresses the needs of disadvantaged youth aged 14-21 who are either deemed at risk of dropping out of school or have already dropped out and are unprepared for employment. By combining a work experience with a learning experience it seeks to increase employment readiness, basic skills and the likeliness that those still in school will complete their education. The youth are employed in partially subsidized or unsubsidized jobs which gives them income, and increases their career awareness and work maturity. The majority of jobs are in the private sector.

The effectiveness of the STEP program is measured by the extent program activities meet stated objectives such as participant improvement in educational competency and employability skills. Specific performance measures for the STEP program include:

STEP In-School

- improvement in basic academic skills
- high school retention
- attainment of high school diploma
- enrollment in a post-secondary educational program
- attainment of unsubsidized employment
- improvement in work maturity skills

STEP Out-of-School

- improvement in basic academic and vocational skills
- return to high school
- attainment of a GED
- enrollment in a vocational skills training program
- attainment of unsubsidized employment
- improvement in work maturity skills

The forty-four STEP Program Operators enrolled 2,700 youth participants against a planned enrollment of 2,413 for 1991. While the 2,700 STEP participants in 1991 represented a decline of 274 youth from the preceding year, the 1991 accomplishments become even more significant when measured by the fact that there was $1 million less dollars available to serve our disadvantaged youth this year in the STEP Program.

IN-SCHOOL RESULTS INCLUDED:

- Seventy-five percent (75%) of In-School participants either remained in school or graduated
- 75 participants obtained additional post-STEP training or entered a post secondary program.
- 329 or twenty-three percent (23%) of STEP In-School youth obtained unsubsidized employment
- In-School participants achieved a 1.6 grade level rise in reading abilities while math skills reflected a grade gain of 1.3 year.

Table 1

IN-SCHOOL PARTICIPANT OUTCOMES

Program Name	Enrollees Planned	Enrollees Actual	POSITIVE OUTCOMES: Remained in School	Graduated High School	Obtained Unsubsidized Employment [1]	Enrolled in Other Training/Post Ed. Prog.
ACCESS SDA	58	50	29 (58%)	14 (28%)	16 (32%)	2 (4%)
Buffalo Erie PIC	240	268	257 (96%)	24 (9%)	125 (47%)	13 (5%)
Chemung-Schuyler-Steuben PIC	50	50	19 (38%)	10 (20%)	18 (36%)	0 (0%)
Genesee County JOB	60	62	54 (87%)	0 (0%)	14 (23%)	0 (0%)
Jefferson-Lewis SDA	72	73	43 (59%)	6 (8%)	13 (18%)	0 (0%)
New York City DOE	466	504	176 (35%)	152 (30%)	144 (29%)	50 (10%)
Oneida-Herkimer-Madison SDA	55	45	37 (82%)	0 (11%)	5 (11%)	0 (0%)
Rochester City	148	147	104 (71%)	9 (6%)	29 (20%)	3 (2%)
Schenectady Youth	50	46	34 (74%)	5 (11%)	7 (15%)	7 (15%)
Suffolk County SDA	92	103	51 (50%)	38 (37%)	13 (13%)	0 (0%)
Syracuse City	55	69	40 (58%)	3 (4%)	5 (7%)	0 (0%)
TOTALS	1,346	1,417	801 (57%)	261 (19%)	329 (23%)	75 (5%)

1. Unsubsidized employment was obtained after the completion of the STEP program.

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OUT-OF-SCHOOL RESULTS INCLUDED:

- Four hundred twenty-nine youth (~~34%~~ 33) attained unsubsidized employment after their tenure in the STEP program.
- Eighteen percent (18%) or 226 youth went on to additional training in another program.
- 181 participants, fourteen percent (14%), passed the GED. This, as in past year, is a conservative estimate as many youth were still awaiting results at this writing.
- Seventy-two (6%) participants returned to school.
- Over fifty percent were categorized as achieving a youth competency or achieving a program objective.
- Participants obtained an impressive post-test math gain of 1.4 grade levels with the gain in reading abilities nearly equaling the math achievement.

Table 2

OUT-OF-SCHOOL PARTICIPANT OUTCOMES

Program	Enrollments Planned	Enrollments Actual	POSITIVE OUTCOMES: Returned To School	Attained GED	Attained Unsubsidized Employment	Obtained Additional Training	Other[1]
ACCESS	13	14	0 (0%)	4 (29%)	6 (43%)	1 (7%)	0 (0%)
Action for a Better Community	25	31	1 (3%)	2 (7%)	12 (39%)	1 (3%)	12 (39%)
Albany City	34	34	1 (3%)	7 (21%)	9 (27%)	18 (53%)	21 (62%)
Broome County CYO	35	42	0 (0%)	5 (12%)	19 (45%)	0 (0%)	36 (86%)
Bronx Center	50	56	3 (5%)	0 (0%)	3 (5%)	29 (52%)	2 (4%)
Catholic Charities	36	46	1 (2%)	12 (26%)	16 (35%)	0 (0%)	0 (0%)
Clarkson Center	30	46	0 (0%)	3 (7%)	20 (44%)	1 (2%)	32 (70%)
CPR	45	46	9 (20%)	0 (0%)	14 (30%)	2 (4%)	25 (54%)
Columbia Opportunities	20	38	5 (13%)	1 (3%)	9 (24%)	5 (13%)	0 (0%)
Educational Assistance Center	38	39	0 (0%)	4 (10%)	0 (0%)	1 (3%)	30 (77%)
Elmcor	54	55	0 (0%)	6 (11%)	35 (64%)	55 (100%)	55 (100%)
EOC Nassau	15	20	0 (0%)	1 (5%)	3 (15%)	0 (0%)	13 (7%)

Table 2 (continued)

Program	Enrollments Planned	Enrollments Actual	POSITIVE OUTCOMES: Returned To School	Attained GED	Attained Unsubsidized Employment	Obtained Additional Training	Other[1]
Economic Opportunity Program	25	29	6 (21%)	6 (21%)	16 (55%)	2 (7%)	14 (48%)
FEGs	15	21	0 (0%)	7 (33%)	14 (67%)	3 (14%)	13 (62%)
GRAB	15	19	1 (5%)	4 (21%)	7 (37%)	5 (26%)	9 (47%)
Henry Street Settlement	30	40	2 (5%)	9 (23%)	17 (43%)	0 (0%)	25 (63%)
Huntington Youth Bureau	17	31	0 (0%)	14 (45%)	30 (97%)	5 (16%)	30 (97%)
Just-Us, Inc.	40	35	4 (11%)	5 (14%)	3 (9%)	0 (0%)	11 (31%)
Latimer-Woods	40	42	6 (14%)	6 (14%)	0 (0%)	1 (2%)	18 (43%)
Monroe Community College	30	56	0 (0%)	2 (4%)	21 (38%)	1 (2%)	35 (68%)
National Puerto Rican Forum	26	39	1 (3%)	14 (36%)	15 (39%)	11 (28%)	18 (46%)
National Congress of Neighborhood Women	28	31	7 (23%)	3 (10%)	4 (13%)	1 (3%)	13 (42%)
New York Urban League	40	56	5 (8%)	6 (11%)	16 (29%)	3 (5%)	19 (34%)
Niagara Falls	20	21	0 (0%)	2 (10%)	3 (14%)	11 (52%)	6 (29%)

Table 2 (continued)

Program	Enrollments Planned	Enrollments Actual	POSITIVE OUTCOMES: Returned To School	Attained GED	Attained Unsubsidized Employment	Obtained Additional Training	Other[1]
Planned Parenthood	20	39	0 (0%)	3 (8%)	0 (0%)	6 (15%)	10 (26%)
Ridgewood Bushwick	70	70	1 (1%)	26 (37%)	42 (60%)	7 (10%)	50 (71%)
Schenectady Youth Consortium	26	35	3 (9%)	3 (9%)	16 (46%)	5 (14%)	11 (31%)
Self Help	28	25	2 (8%)	2 (8%)	6 (24%)	6 (24%)	20 (80%)
Seneca Center	30	44	0 (0%)	4 (9%)	0 (0%)	11 (25%)	28 (64%)
Staten Island Community Center	15	20	7 (35%)	3 (15%)	0 (0%)	0 (0%)	0 (0%)
TIP Neighborhood House, Inc.	27	27	0 (0%)	6 (22%)	15 (56%)	0 (0%)	27 (100%)
UAW	50	50	1 (2%)	3 (6%)	30 (60%)	1 (2%)	25 (50%)
Vanguard	80	86	6 (7%)	8 (9%)	28 (33%)	34 (40%)	47 (55%)
TOTAL	1,067	1,283	72 (6%)	181 (14%)	429 (33%)	226 (18%)	655 (51%)

1. A term used to indicate a wide range of learnable outcomes which can include skills such as typing, repairing a carburetor, or filling out a job application; knowledge such as an awareness of the nature of job duties and requirements in important occupational cluster; attitudes such as regard for others, respect for authority; and behavior such as persistence on the job.

BASIC SKILLS ACHIEVEMENTS

TABE READING AND MATH GAINS

The Tests of Adult Basic Education (TABE) was the standardized instrument employed in this STEP Program evaluation. The TABE is a norm referenced test designed to measure achievement in reading, mathematics, language, and spelling -- the subject areas commonly found in adult basic education curricula. Because the tests combine the most useful characteristics of norm-references and criterion-referenced tests, they provide information about the relative ranking of examinees against a norm group as well as specific information about the instructional needs of examinees.

PROCEDURE

Each program site administers, scores and reports the results of the pre and post test to the Department of Labor.

FINDINGS

A sample of in and out-of-school participants' pre and post test scores showed substantial improvement in reading and math after exposure to the program.

Table 3

In-School Participant Gains in Reading and Mathematics

	No. of Participants	Pre test Mean	Grade Equiv.	Post test Mean	Grade Equiv.	Grade Gain
Reading	822	730	6.4	751	8.0	1.6
Math	819	731	6.0	753	7.3	1.3

Table 3 shows that average participants post test scores for reading jumped 1.6 grades while their post test gain in math reflects an average gain of 1.3 grades.

Table 4

Out-of-School Participant Gain Reading and Mathematics

	No. of Participants	Pre test Mean	Grade Equiv.	Post test Mean	Grade Equiv.	Grade Gain
Reading	412	732	6.5	750	7.9	1.4
Math	413	728	5.8	751	7.2	1.4

As shown in Table 4, Out-of-School participants exhibited an average reading and math grade gain of 1.4. The Grade Gains for these "at risk" youth becomes even more significant when viewed against the environment these participants must contend with each day of their lives.

PARTICIPANT SATISFACTION

How did participants rate their experience?

Seven hundred and fifty-five participants from the in-school and out-of-school programs responded to survey questions relating to the kind and quality of program service they received while in the STEP Program. Overall, participants expressed a very favorable response to their STEP Program experience.

Satisfaction Ratings

Basic Education

Seventy-three percent of the participants were either fairly satisfied or very satisfied with the educational component.

Counseling

Eighty percent of the participants indicated that they were either fairly satisfied or very satisfied with the counseling component.

Career Education

Eighty-three percent of the participants were either fairly satisfied or very satisfied with the Career Education Component.

Work Experience

With regards to the Work Experience component, seventy-two percent of the participants indicated that they were either fairly satisfied or very satisfied.

Participant Problems

Regarding potential problems they may have encountered while in the program, ninety-one percent of the participants reported no problem with any aspect of the program, moreover; external factors such as child care or transportation did not hinder their program participation. Of those participants who did report having some problems, work experience was reported as the most problematic followed by education, transportation, scheduling and child care.

In response to the question "who worked with you on this problem(s)," the project counselor, followed by the program instructor and work site supervisor were the individuals most often cited as those who help participants with the problem(s).

Career Plans

Eighty-eight percent of the participants reported that they had either developed or were developing a career plan as a result of their participation in the STEP Program.

Over ninety-five percent of the participants reported that they plan to either continue working, pursue additional training or return to school.

Four percent of the participants plan to enter military service.

General Satisfaction

Ninety-four percent of the participants stated that they would recommend the program to their friends.

STEP Employer Survey Results

According to work site supervisors, eighty-two percent of the participants exhibited either excellent (no absences) or good attendance (fewer than 3 per month) at the beginning of the program. Participant punctuality remained fairly consistent throughout their work experience. It should be noted that while both participant punctuality and attendance declined moderately over the span of time at the work site, given the multiple barriers to employment experienced by these "at risk" youth, the high percentages for attendance and punctuality at the end of the program must be viewed as a positive accomplishment. Moreover, supervisors indicated that participants showed significant improvement in their attitude towards work. Overall, Supervisors observed the greatest improvement in the area of vocational skills. Eighty-three percent of the participants showed either great improvement or some improvement in vocational skills.

Lastly in response to the question would you participate in this program again, all employers said "yes".

Table 5

1) At the beginning of the program, hov was the participant's attendance at the worksite?

Excellent	Good	Fair	Poor
No Absences	Fewer than 3/month	3-5 per month	More than 5/month
35.5	46.4	15.3	2.8

2) At the end of the program hov was the participant's attendance?

Excellent	Good	Fair	Poor
No Absences	Fewer than 3/month	3-5 per month	More than 5/month
29.1	42.3	20.7	7.9

3) At the beginning of the program, how was the participant's punctuality?

Excellent	Good	Fair	Poor
Lateness	Fewer than 3/month	3-5 per month	More than 5/month
33.1	49.5	16.4	1.0

4) At the end of the program, hov was the participant's punctuality

Excellent	Good	Fair	Poor
36.5	42.0	14.7	6.8

5) At the end of the program, did you observe any improvement in the participant's work attitude?

Great Improvement	Some Improvement	Little Improvement	No Improvement
28.3	53.2	10.4	8.1

6) At the end of the program, did you observe any improvement in the participant's vocational skills?

Great Improvement	Some Improvement	Little Improvement	No Improvement
25.4	57.7	11.7	5.1

7) Would you participate in this program again?

YES 100% NO ___

APPENDIX A

1990-91 SCHOOL TO EMPLOYMENT PROGRAM SITES

In-School

ACCESS PIC
72 Clinton Street
Plattsburgh, New York 12901

Buffalo/Erie PIC
170 Franklin Street
Buffalo, New York 14202

Chemung/Schuyler/Steuben PIC
109 W. Water Street
Painted Post, New York 14870

City of Rochester
Office of Employment and Training
240 Public Safety Building
Rochester, New York 14614

City of Syracuse
217 Montgomery Street
Syracuse, New York 13202

Genesee County Job Development
45 Liberty Street
Batavia, New York 14020

Jefferson/Lewis SDA
130 Park Place
Watertown, New York 13601

New York City Department of Employment
220 Church Street
5th Floor
New York, New York 10013

Oneida/Herkimer/Madison
800 Park Avenue
8th Floor
Utica, New York 13501

Suffolk County Department of Labor
455 Wheeler Road
Route 111
Hauppauge, New York 11788

Schenectady Youth Consortium
240 Broadway
Schenectady, New York 12305

Out-of-School

Action for a Better Community
244 S. Plymouth Avenue
Rochester, NY 14608

ACCESS SDA
63 West Main Street
Malone, NY 12953

Bronx Center
P.O. Box 187
Bronx, New York 10473

Broome CYO
230 Main Street
Binghamton, New York 13905

Catholic Charities of Buffalo Manpower Services, Inc.
525 Washington Street
Buffalo, New York 14203

Clarkson Community Center
111 Elmwood Avenue
Buffalo, New York 14202

Columbia Opportunities, Inc.
725 Warren Street
Hudson, New York 12534

CPR
P.O. Box 1214
184 Liberty Street
Newburgh, New York 12550

Department of Human Resources
Capital Region SDA
88 North Lake Avenue
Albany, New York 12206

EAC, Inc.
100 E. Old County Road
Suite 111
Mineloa, New York 11501

EOC of Nassau
106 Main Street
Hempstead, New York 11550

EOP of Chemung & Schuyler
318 Madison Avenue
Elmira, New York 14901

Elmcor Youth and Adult
98-04 Astoria Boulevard
E. Elmhurst, New York 11369

Enterprise/Huntington Youth Bureau
423 Park Avenue
Huntington, New York 11743

Federation Employ and Guidance Service (FEGS)
114 5th Avenue
New York, New York 10011

(GRAB) Guidance Referrals Apprenticeship and Beyond
817 Prospect Ave. - P.O. Box 464
Westbury, NY 11590

Henry Street Settlement
265 Henry Street
New York, New York 10002

Just-Us, Inc.
2112 Second Avenue
New York, New York 10029

Latimer-Woods
395 Flatbush Avenue Ext.
Brooklyn, New York 11201

Monroe Community College
1000 East Henrietta Road
Rochester, New York 14623

NCNW
249 Manhattan Avenue
Brooklyn, New York 11211

National Puerto Rican Forum
31 East 32nd Street, 4th floor
New York, NY 10016

New York Urban League
218 West 40th Street
8th Floor
New York, New York 10018

Niagara Falls City School District
607 Walnut Avenue
Niagara Falls, NY 14301

Planned Parenthood
380 Second Avenue
3rd Floor
New York, New York 10010

Ridgewood Bushwick
238 Wyckoff Avenue
Brooklyn, New York 11237

Self-Help
P.O. Box 144
Bronx, New York 10468

Seneca Center
1241 Lafayette Avenue
Bronx, New York 10474

Staten Island Children's Council
73-75 Victory Boulevard
Staten Island, New York 10301

Schenectady Youth Consortium
240 Broadway
Schenectady, New York 12305

TIP Neighborhood Center
1030 East 178th Street
Bronx, New York 10460

UAW-JDIC Buffalo/Erie
200 Franklin Street
Buffalo, New York 14202

Vannguard Urban Improvement
556 Norstrand Avenue
2nd Floor
Brooklyn, New York 11216

APPENDIX B

REPORTING FORMATS

AND

TESTING PROCEDURES

September 1991

TEST GUIDELINES/REPORTS FOR PROGRAM OPERATORS

TABE LOCATOR TEST

Prospective program participants must meet a Legislative requirement before enrolling in a YEET Program. For example, in the Youth Work Skills program it specifies that all participants must have Reading skills at or below the fifth grade level. The Locator Test is used to determine the Reading levels of all prospective participants in order to establish program eligibility.

- The TABE Locator Test for Math and Reading is to be administered prior to enrollment. Participants' total score on the locator test is used to assign a TABE level. This procedure is described in the test administrator's manual.

TABE

TABE tests are administered to all YEETP participants to determine the grade levels of their Math and Reading skills and to find where their weaknesses lie. They also provide information on the achievement levels of the participants by comparing the pre- and post-test scores. This evaluation determines program effectiveness.

- TABE pre-tests for Math and Reading are to be given during the assessment phase, within two weeks after enrollment.

- Answer keys are available to grade the pre-tests. Correct answers are to be summed for both tests to determine the Raw Scores for each. These Raw Scores then need to be converted into Scale Scores. The procedure for this conversion is described in the Norms Book. The Scale Scores are to be entered on the pre-test Testing Records for each participant.

- TABE post-tests for Math and Reading are to be administered upon completion of the program year, commencing in May and ending by June 30. Programs operating several cycles should, of course, conduct post-tests at each cycle's close. The results of the post-tests are to be entered on both post-test Testing Records and final Testing Records. Final testing records will contain testing results for the entire program year.

JOB CORPS WORLD OF WORK TESTS

Three subtests are included in the World of Work tests. These include Occupational Knowledge, Consumer Economics, and Survival Skills/Community Resources. World of Work tests are used to determine the participants' knowledge of basic work skills necessary in everyday life. Pre- and post-tests are administered in order to evaluate the participants' progress from the beginning to the end of the program year.

- World of Work pre-tests are to be given during the assessment phase, within two weeks of enrollment. There is a choice of two tests (A & B) for all three sections. Either A or B may be administered for each section, assuring that a total of three are given.

- The pre-tests then need to be graded. Answer sheets are provided for each test available. Correct answers of both tests are to be summed to determine the Raw Scores. These scores are to be entered on the pre-test Testing Records for each participant.

- Post-tests are to be administered to all participants at the end of the program year, commencing in May and ending by June 30. For all three sections, give the test (A or B) that was NOT used for the pre-test. The Raw Scores should be marked on the post-test and final Testing Records.

ALL TESTING RECORDS, PRE, POST, AND FINAL, FOR TABE AND WORLD OF WORK TESTS ARE TO BE DUPLICATED AND SENT TO BOTH THE APPROPRIATE PROGRAM COORDINATOR AND THE ACCOUNT EXECUTIVE AT THE RESPECTIVE COMPLETION TIMES.

PERIODIC REPORTS

Periodic reports are completed in order to follow the progress of all participants and to determine whether intervention is required of the Program Coordinator.

- Program Operator Quarterly Reports on all participants are to be completed and submitted to both the appropriate Program Coordinator and the Account Executive on the 15th day of October, January, April, and July. Quarterly Reports are available for each applicable program. These Quarterly Participant Reports are cumulative. That is, the October submittal covers three months data, the January reports covers six months data, the April report covers nine months data, and the July (Final) report covers 12 months data.

SURVEYS

Surveys are completed at the end of the program year to determine overall satisfaction with the program on the part of the participants, the employers, and the Program Operators.

- The Projet Director, a sample of the program staff, and a selected sample of participants will receive a structured interview to determine the effectiveness of the program.

- All YEET participants will complete a Participant Questionnaire Survey at the end of the program year.

ALL SURVEY RESULTS ARE TO BE DUPLICATED AND SENT TO BOTH THE APPROPRIATE PROGRAM COORDINATOR AND THE ACCOUNT EXECUTIVE UPON COMPLETION.

THE FOLLOWING ITEMS SHOULD BE PURCHASED FOR EVALUATION PURPOSES*:

For Each Student Utilizing TABE

1 practice Exercise and Locator Test Book

1 practice Exercise and Locator Test Answer Sheet

1 Reading and 1 Math Test Book

1 Reading and 1 Math Test Answer Sheet

1 Reading and 1 Math Individual Diagnostic Profile and Analysis of Learning Difficulties.

For Each Program Operator

1 Examiner's Manual for Math and Reading

1 Test Coordinator's Handbook

1 Technical Report

1 Norms Book

* These can all be purchased from McGraw-Hill

Contact Number: 1-800-538-9547

If further information is required, Robert P. Starr, Ed.D., is the consultant in New York State.

contact Number: 516/757-6414

TEST TAKING ENVIRONMENT FOR THE YEET AND WORK SKILLS PROGRAMS

TEST ENVIRONMENT

Several pre- and post-tests are administered to the YEETP Program participants and Work Skills Programs. Due to the nature of these programs and the target population involved, the test taking procedure can be a much more stressful event than it would be for the average student. A positive test taking environment will both contribute greatly to the success of the participants on these tests and assure that the participants take the tests seriously.

The physical test taking atmosphere is of utmost importance. The room should be well lit. Students should be comfortably seated. Proper ventilation is a must and the temperature of the room should be as comfortable as possible. If possible, 'Do Not Disturb' signs should be posted on all entrances to reduce outside distractions. Breaks should be provided upon completion of each section and restrooms should be easily accessible.

The needs of the examinees must be considered in all respects. To that end, program operators need be sensitive to these needs and should, to the best of their ability, provide an orderly yet relaxed, atmosphere. The following suggestions provide ways of achieving this atmosphere for the examinees.

The tests should be described as a measure of basic skills that are used in everyday life. They may serve as preparation for General Educational Development (GED) tests and help direct their educational goals. Participants should be told that no pre-test preparation is required on their part.

Participants should be told in advance that they will probably not be able to provide answers to all questions due to lack of experience, not knowledge. This will reduce frustration. Time should be of little consequence for the participants. They should be reassured by telling them that they should attempt to answer all items but move on if they become frustrated. Educated guesses should be encouraged.

Examiners need to fully understand the tests being administered. Therefore, the Program Operators are to be the only ones administering all tests. They need to be familiar with the questions and be able to provide rationales for the answers. Procedures need to be adhered to in order to insure the validity of the test scores.

Instructions for the examinees should be described in entirety prior to beginning the test. This will reduce the probability of questions arising during the test that everyone may need to know the answer to, thus wasting time in providing answers. Therefore, the examiners must be sure that complete instructions have been provided to the participants to increase confidence all around.

These guidelines should help the examinees feel more confident and relaxed during the test. If the examiners take these procedures seriously, so will the examinees. This will lead to more valid data for the evaluation process in determining overall program success.

DATE: _____

YEETP TESTING RECORD

Contract Number: _____ Program Name: _____

Account Executive: _____ Contact Person: _____

Telephone: _____

NAME	TABE READING SCALE SCORE		TABE MATH SCALE SCORE	
	Pre Test	Post Test	Pre Test	Post Test
1.				
2.				
3.				
4.				
5.				
6.				
7.				
8.				
9.				
10.				
11.				
12.				
13.				
14.				
15.				
16.				
17.				
18.				
19.				
20.				

10/89

DATE: _____

YEETP TESTING RECORD

Contract Number: _____ Program Name: _____

Account Executive: _____ Contact Person: _____

Telephone: _____

NAME	WORLD OF WORK CONSUMER ECONOMICS SCALE SCORE		WORLD OF WORK OCCUPATIONAL KNOWLEDGE SCALE SCORE		WORLD OF WORK SURVIVAL SKILLS/ COM. RESOURCES SCALE SCORE	
	Pre Test	Post Test	Pre Test	Post Test	Pre Test	Post Test
1.						
2.						
3.						
4.						
5.						
6.						
7.						
8.						
9.						
10.						
11.						
12.						
13.						
14.						
15.						
16.						
17.						
18.						
19.						
20.						

10/89

STEP
IN-SCHOOL PROGRAM
QUARTERLY PARTICIPANT REPORT

Program Operator _____ Contract # _____

Reporting Period: October January April July Prepared By: _____
(Please circle one) *(Cumulative)*

Date Submitted _____ Telephone Number (_____) _____

Total Number Enrolled to Date Actual / Planned

_____ _____

New Enrollments _____
Transfers from Previous Contract _____

Total Number Pre-Tested _____ (Pre-Test within 2nd week of enrollment)

Total Number Post-Tested _____ (All Post test should be completed by May 30th

Total Number Placed on Jobs _____
(while in program)
Private Sector _____ Subsidized _____
Public Sector _____ Unsubsidized _____

Participant Characteristics

Total Number Public Assistance Recipients _____
Total Number Homeless _____
Total Number Adolescent Parents _____

Supportive Service Referrals

Number Referred for Day Care _____
Number Referred for Housing _____
Number Referred for Substance Abuse _____
Other (specify) _____

Total Number of Terminations to Date Actual

Total Number of Positive Terminations _____
(Individuals)
Stayed in School _____
Attained High School Diploma _____
Attained Unsubsidized Employment _____
Enrolled in OtherTraining/ _____
Post Secondary Ed.Programs
Attained Youth Competency _____

Total Number of Non-Positive Terminations _____
(Individuals)
(Indicate Primary Reason)
Non-Attendance _____
Relocation _____
Incarceration _____
Pregnancy _____
Ill Health _____
Substance Abuse _____

GM 311 (6-90)

Comments Section

1) What success has the program accomplished? Ideas you would like to share.

_____

_____

_____

_____

2) What programmatic activities have taken place over the last quarter?

_____

_____

_____

_____

3) What programmatic problems have occurred?

_____

_____

_____

_____

4) What additional technical assistance do you need?

_____

_____

_____

_____

_____

STEP Director Signature

STEP
OUT-OF-SCHOOL PROGRAM
QUARTERLY PARTICIPANT REPORT
1991-1992

Program Operator _____ CONTRACT # _____

Reporting Period: October January April July (Please circle one) (CUMULATIVE)

Prepared By: _____

Date Submitted _____ Telephone Number (_____) _____

	Actual (to date)	/ Planned (Year)
Total Number Enrolled to Date		
Total Enrolled	_____	
Total Number Pre-Tested	_____	(Pre-Test within 2nd week of enrollment)
Total Number Post-Tested	_____	(All Post test should be completed by May 30th)
Total Number Placed on Jobs *(while in program)*	_____	
Private Sector _____ Subsidized	_____	
Public Sector _____ Unsubsidized	_____	
Participant Characteristics		
Total Number Public Assistance Recipients	_____	
Total Number Homeless	_____	
Total Number Adolescent Parents	_____	
Supportive Service Referrals		
Number Referred for Day Care	_____	
Number Referred for Housing	_____	
Number Referred for Substance Abuse	_____	
Other (specify)	_____	
Total Number of Terminations		_____
Total Number of Positive Terminations *(Individuals)*	_____	
Returned to High School	_____	
Attained a High School Equivalency Diploma	_____	
Completed GED Prep	_____	
Took Exam and Passed	_____	
Enrolled in OtherTraining/ Post Secondary Ed. Programs	_____	
Attained Unsubsidized Employment	_____	
Total Number of Non-Positive Terminations *(Individuals)*	_____	
(Indicate Primary Reason)		
Non-Attendance	_____	
Relocation	_____	
Incarceration	_____	
Pregnancy	_____	
Ill Health	_____	
Substance Abuse	_____	
Number carried over from previous year	_____	

GM 310 (7-91)

49

Comments Section

1) What success has the program accomplished? Ideas you would like to share.

2) What programmatic activities have taken place over the last quarter?

3) What programmatic problems have occurred?

4) What additional technical assistance do you need?

STEP Director Signature

STEP

EMPLOYER SURVEY

PROGRAM NAME _____ **CONTRACT #** _____

Business Category (Choose one)

A.	Agriculture ☐	E.	Retail:	*General Merchandise* ☐	F.	Wholesale ☐
B.	Construction ☐			*Grocery* ☐	G.	Financial ☐
C.	Manufacturing ☐			*Apparel* ☐	H.	Services ☐
D.	Transportation ☐			*Eating Place* ☐	I.	Government ☐
				Other ☐	J.	Other ☐

Worksite Ranking Scale - we're trying to do a better job of helping STEP participants' to increase their employment potential. To achieve this goal, we need your help. Please check the response to the following questions that best represents your observation of the participant at the worksite.

	(1)	(2)	(3)	(4)

1) At the beginning of the program, how was the participant's attendance at the worksite?

Excellent	Good	Fair	Poor
No Absences ☐	Fewer than 3/month ☐	3-5 per month ☐	More than 5/month ☐

2) At the end of the program how was the participant's attendance?

Excellent	Good	Fair	Poor
No Absences ☐	Fewer than 3/month ☐	3-5 per month ☐	More than 5/month ☐

3) At the beginning of the program, how was the participant's punctuality?

Excellent	Good	Fair	Poor
No Absences ☐	Fewer than 3/month ☐	3-5 per month ☐	More than 5/month ☐

4) At the end of the program, how was the participant's punctuality?

Excellent ☐ Good ☐ Fair ☐ Poor ☐

5) In the first two weeks, how would you rate the participant's work attitude?

Excellent ☐ Good ☐ Fair ☐ Poor ☐

6) In the first two weeks, how would you rate the participant's vocational skills?

Excellent ☐ Good ☐ Fair ☐ Poor ☐

7) At the end of the program, did you observe any improvement in the participant's work attitude?

Great Improvement	Some Improvement	Little Improvement	No Improvement
☐	☐	☐	☐

8) At the end of the program, did you observe any improvement in the participant's vocational skills?

Great Improvement	Some Improvement	Little Improvement	No Improvement
☐	☐	☐	☐

9) Would you participate in this program again?

YES ☐ No ☐

10) Please explain in the space _____

_____

_____

Return completed survey to: _____

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STEP

PARTICIPANT QUESTIONNAIRE

PROGRAM NAME _____ **CONTRACT #** _____

Please give us your honest opinions concerning your experience in the School to Employment Program (STEP) by checking the rating closest to your opinion. Your responses will improve the program in future years. *NOTE: DO NOT WRITE YOUR NAME ON THIS SURVEY. YOUR RESPONSES ARE CONFIDENTIAL.*

1)

	Not Satisfied (1)	Fairly Satisfied (2)	Very Satisfied (3)
Counseling	☐	☐	☐
Basic Education (reading/math)	☐	☐	☐
Career Education	☐	☐	☐
Work Experience	☐	☐	☐

2) Did you have a problem regarding any of the following? If YES, tell us by checking under how well you were able to solve the problem.

	Not at All (1)	To some Extent (2)	To a large Extent (3)	Completely (4)
Education	☐	☐	☐	☐
Work Experience	☐	☐	☐	☐
Child Care	☐	☐	☐	☐
Transportation	☐	☐	☐	☐
Scheduling	☐	☐	☐	☐
Other:	☐	☐	☐	☐

3) Who worked with you on this problem(s)?

Program Counselor ☐ Teacher ☐ Work Supervisor ☐ Other ☐

4) How would you describe the supervision on your job?

☐ Adequate (1)
☐ Inadequate (2)

5) Has the program helped you to develop or improve your career plans?

Hasn't helped at all	Hasn't helped very much	Yes, I've been working on a plan	Yes, I now have a definite plan
(1) ☐	(2) ☐	(3) ☐	(4) ☐

6) I now plan to:

Enter military Service	Find/continue a job	Go on to post (after) high school education	Return to or continue in high school
(1) ☐	(2) ☐	(3) ☐	(4) ☐

7) Would you recommend this program to your friends?

Definitely Not	Probably Not	Probably	Most Definitely
(1) ☐	(2) ☐	(3) ☐	(4) ☐

8) In the space provided below, add any other comments you wish to make regarding other aspects of your experience in the program (i.e., physical facilities, the amount of pay you received.)

_____

_____

_____

Return completed survey to

_____

_____ 52

_____

APPENDIX C

STEP IN-SCHOOL 1991

PROGRAM: ACCESS - SDA
(Plattsburgh)

FUNDING LEVEL: $90,000
TOTAL PARTICIPANTS PLANNED: 58
TOTAL PARTICIPANTS ENROLLED: 50

TARGET POPULATION:

Economically disadvantaged "at-risk" students 16 and 17 years old. Preference given to homeless youth and those receiving public assistance.

PROGRAM COMPONENTS:

(1) Assessment (including academic skills, interests, career and educational goals, work attitudes and job search skills); (2) career exploration; (3) job readiness; (4) remediation; (5) counseling; and (6) work experience.

YOUTH COMPETENCIES:

None.

JOB SITES:

Not-for-profit and private-sector worksites in the following occupational areas: stock clerk, nursing home attendant, fast foods, clerical (school districts), office assistant, and salesperson.

METHOD OF PAYMENT:

Differs among subcontractors, primarily directly by employer.

CONTACT WITH PARTICIPANTS:

Weekly counseling sessions on employability training, including career exploration, readiness and remediation.

CONTACT WITH SCHOOLS:

Referrals from SDA's school systems, specifically guidance offices. Services were provided in home schools.

INTERAGENCY LINKAGES:

Local school guidance officers, Youth Bureau and participants' high school or local BOCES. Lastly, County Department of Social Services and Probation. Staff (inkind) time was utilized from school districts, guidance offices, and the County Youth Bureau.

STEP IN-SCHOOL 1991

PROGRAM: Buffalo and Erie County Private Industry Council, Inc. (Buffalo)

FUNDING LEVEL: $300,000
TOTAL PARTICIPANTS PLANNED: 240
TOTAL PARTICIPANTS ENROLLED: 268

TARGET POPULATION:

Economically disadvantaged, in-school youth, aged 16 - 18, with preference to youth receiving public assistance.

PROGRAM COMPONENTS:

1) Program Startup

- o outreach
- o recruitment
- o eligibility certification
- o enrollment
- o assessment
- o scheduling of activities

2) Pre-employment skills instruction

3) School/employment

- o job development
- o placement into OJT

4) Program Evaluation and Follow up

YOUTH COMPETENCIES:

Yes.

JOB SITES:

Job slots in private sector, in the following occupational areas: welder, service station attendant, telephone surveys, dietary aide, computer maintenance assistant, stock person, office clerk, sales clerk and data entry clerk.

METHOD OF PAYMENT:

Youth paid by employer, who is reimbursed 50% for OJT by program operator.

CONTACT WITH PARTICIPANTS:

Weekly counseling/training meetings between teacher/coordinator and participant.

Buffalo and Erie County (cont.)

CONTACT WITH SCHOOLS:

Buffalo Vocational Technical Center - Vocational Skills Training
Erie BOCES #1 Centers - Occupational education

INTERAGENCY LINKAGES:

Established linkages with human service and educational agencies. Linkage agreements signed between PIC and the Division for Youth of the City of Buffalo and Towns of Tonawanda and Cheektowaga. Outreach and recruitment coordinated effort between schools, the Erie County Department of Social Services and the Service Delivery Area. When warranted, participants were referred to CBO's.

STEP IN-SCHOOL 1991

PROGRAM: Chemung, Schuyler, Steuben Private Industry Council

FUNDING LEVEL: $58,000
TOTAL PARTICIPANTS PLANNED: 50
TOTAL PARTICIPANTS ENROLLED: 50

TARGET POPULATION:

Economically disadvantaged youth ages 16-18 at risk of dropping out of school. Preference is given to youth receiving public assistance and homeless youth.

PROGRAM COMPONENTS:

Primary program activities are on-the-job training, counseling and educational activities including remediation where necessary. Program design includes emphasis on participant involvement in basic educational skills, vocational skills, job seeking capabilities and work maturity.

YOUTH COMPETENCIES:

PIC approved pre-employment and work maturity competencies are used.

JOB SITES:

Public and private worksites are used.

METHOD OF PAYMENT:

Employers are reimbursed for 50% of participants' wages and pay participants directly.

CONTACT WITH PARTICIPANTS:

Program counselors meet with each participant on a bi-weekly basis and meet with worksite supervisor at least monthly.

CONTACT WITH SCHOOLS:

The BOCES and twenty-four school districts are involved in recruitment, monitoring time and attendance, making remediation assignments and doing monthly evaluations of participants' progress.

INTERAGENCY LINKAGES:

Special arrangements have been made with the Chemung County Youth Bureau, the Probation Department and the Division for Youth. The PIC has long-standing linkages with a wide variety of state and local agencies. Job Service staff assist in recruitment and placement.

STEP IN-SCHOOL 1991

PROGRAM: Genesee County Job Development Bureau

FUNDING LEVEL: $83,000
TOTAL PARTICIPANTS PLANNED: 60
TOTAL PARTICIPANTS ENROLLED: 62

TARGET POPULATION:

The program operator has established extensive criteria to describe "at risk" youth.

PROGRAM COMPONENTS:

Recruitment, orientation and assessment, career exploration, pre-employment and work maturity skills development, job club, work experience, on-the-job training, basic education and vocational skills training.

YOUTH COMPETENCIES:

No.

JOB SITES:

Participants work in private sector positions for a maximum of 20 hours per week.

METHOD OF PAYMENT:

Participants are paid by the worksites, which are reimbursed for 50% of participants' wages.

CONTACT WITH PARTICIPANTS:

One counselor is assigned to work with participants on an on-going basis for the duration of the program.

CONTACT WITH SCHOOLS:

The program operator works closely with the schools throughout the program.

INTERAGENCY LINKAGES:

The SDA has existing linkages with a wide variety of state and local agencies. In addition, local schools and the BOCES.

STEP IN-SCHOOL 1991

PROGRAM: Jefferson-Lewis SDA
(Watertown)

FUNDING LEVEL: $44,000
TOTAL PARTICIPANTS PLANNED: 72
TOTAL PARTICIPANTS ENROLLED: 73

TARGET POPULATION:

Economically disadvantaged, in-school youth aged 16 - 18. The SDA intends to serve forty percent (40%) public assistance recipients.

PROGRAM COMPONENTS:

Work Experience in conjunction with:

- remediation
- vocational assessment/career exploration
- job-getting/labor market orientation
- counseling

YOUTH COMPETENCIES:

None.

JOB SITES:

Work experience sites in both private and public sectors in the following occupational areas: building maintenance, receptionist, clerical assistant, teacher aide, retailing and service station attendant.

METHOD OF PAYMENT:

SDA handles payroll and payment to participants.

CONTACT WITH PARTICIPANTS:

Counseling as it relates to the vocational aspects performed on an as-needed basis. Educational counseling addressed by the school districts.

CONTACT WITH SCHOOLS:

The Jefferson-Lewis school districts heavily involved due to past linkages with STEP activities.

INTERAGENCY LINKAGES:

Established linkages with educational, community, and human services agencies and the Private Industry Council.

STEP IN-SCHOOL 1991

PROGRAM: New York City Department Of Employment
New York, New York

FUNDING LEVEL: $1,000,000
TOTAL PARTICIPANTS PLANNED: 466
TOTAL PARTICIPANTS ENROLLED: 504

TARGET POPULATION:

Economically disadvantaged youth, 16 - 18, enrolled in regular or alternative schools and at risk of dropping out of school. Thirty-five percent (35%) enrolled will be from families on public assistance in addition to homeless youth.

PROGRAM COMPONENTS:

1) Outreach and Recruitment
2) Selection of Eligibles, Certification, and Enrollment
3) Employability Development Plans
4) Orientation
5) Supportive Services

- o basic remediation
- o pre-emloyment/work maturity
- o counseling

6) Vocational skills
7) Job Development OJT slots

YOUTH COMPETENCIES:

None.

JOB SITES:

On-the-job training slots were developed in private sector and public sector. Participants placed in the following occupational areas: library and teacher aid, receptionist, messenger, office aid, assistant bookkeeper, cashier, fast food preparer, building maintenance, sales clerk.

METHOD OF PAYMENT:

Employer pays the participant directly. Employer reimbursed with a 50% wage subsidy.

CONTACT WITH PARTICIPANTS:

There are counseling sessions with participants to update employability development plans, as well as problems or barriers they might have in completing the program.

New York City Department of Employment (cont.)

CONTACT WITH SCHOOLS:

The school system is major source of referrals for the program. Board of Education grants school credit for work experience that meets specific requirements.

STEP IN-SCHOOL 1991

PROGRAM: Oneida-Herkimer-Madison Consortium SDA (Utica)

FUNDING LEVEL: $90,000
TOTAL PARTICIPANTS PLANNED: 55
TOTAL PARTICIPANTS ENROLLED: 45

TARGET POPULATION:

Economically disadvantaged youth aged 16-18 who are in school and "at risk" of dropping out. Also included are youth "at risk" with special learning/ behavioral problems, PINS, and youthful offender status. Preference given to youth who are homeless and youth receiving public assistance.

PROGRAM COMPONENTS:

Recruitment and referral, intake/eligibility determination and orientation, assessment, counseling, job development, on-the-job training.

YOUTH COMPETENCIES:

None.

JOB SITES:

Job sites are primarily in the private sector in the following occupational areas: hardware store clerk, laborer, retail sales, fast food, grocery clerk, and farm hand.

METHOD OF PAYMENT:

Directly by the employer, who is reimbursed 50% by program operator.

CONTACT WITH PARTICIPANTS:

SDA staff counselors and guidance counselors from the three-county area provide on-going one-to-one counseling sessions.

CONTACT WITH SCHOOLS:

School districts are a primary source of referrals to the program. Guidance counselors provide ongoing counseling to participants enrolled. Their involvement extends to remediation training, and if they feel additional remediation is needed the sessions are extended for the participant.

INTERAGENCY LINKAGES:

The Service Delivery Area has existing linkages with a variety of public and private agencies serving "at risk" youth. Included are community-based organizations, Youth Bureau, Probation Department, Departments of Social Services, New York State Employment Service and three-county school districts.

STEP IN-SCHOOL 1991

PROGRAM: City of Rochester
Service Delivery Area
(Rochester)

FUNDING LEVEL: $292,000
TOTAL PARTICIPANTS PLANNED: 148
TOTAL PARTICIPANTS ENROLLED: 147

TARGET POPULATION:

Economically disadvantaged "at risk" 16 - 18 year olds who are one or more of the following:

- welfare recipient
- teen parent
- foster care youth
- ex-offender
- substance abuser
- runaway
- academically deficient

PROGRAM COMPONENTS:

Individualized assessment culminating in the preparation of an Employability Development Plan (EDP).

Sub-contractors:

Catholic Youth Organization (CYO)

- assessment
- academic assessment
- job readiness assistance
- OJT
- employment placement

Urban League of Rochester, Inc. (UL)

- orientation and assessment
- OJT position
- counseling - academic support services

YOUTH COMPETENCIES:

None.

JOB SITES:

Work experience and on-the-job training were developed in the private and public sector, in the following occupational areas: CYO - food service, cashier, day care aide and sales clerk. RUL - fast food, day care aide, nurses aide, auto mechanic assistant, florist assistant and food service (deli) preparers.

City of Rochester (cont.)

METHOD OF PAYMENT:

On-the-job training paid directly by employer with reimbursement of 50% by program operator. Work experience paid directly by program operator.

CONTACT WITH PARTICIPANTS:

Differs with subcontracts, usually scheduled with counselors and guidance counselors.

CONTACT WITH SCHOOLS:

Educational system identifies youth for recruitment and referral.

INTERAGENCY LINKAGES:

City of Rochester maintains cooperative agreements with State and local human service and educational agencies. In addition, linkages will be developed by community based organizations.

STEP IN-SCHOOL 1991

PROGRAM: Schenectady Youth Consortium
Schenectady, New York
(Utica)

FUNDING LEVEL: $75,000
TOTAL PARTICIPANTS PLANNED: 50
TOTAL PARTICIPANTS ENROLLED: 46

TARGET POPULATION:

Economically disadvantaged youth aged 16-18 who are in school and "at risk" of dropping out. Also included are youth "at risk" with special learning/ behavioral problems, PINS, and youthful offender status. Preference given to youth who are homeless and youth receiving public assistance.

PROGRAM COMPONENTS:

Recruitment and referral, intake/eligibility determination and orientation, assessment, counseling, job development, on-the-job training.

YOUTH COMPETENCIES:

None.

JOB SITES:

Job sites are primarily in the private sector in the following occupational areas: hardware store clerk, laborer, retail sales, fast food, grocery clerk, and farm hand.

METHOD OF PAYMENT:

Directly by the employer, who is reimbursed 50% by program operator.

CONTACT WITH PARTICIPANTS:

SDA staff counselors and guidance counselors from the three-county area provide on-going one-to-one counseling sessions.

CONTACT WITH SCHOOLS:

School districts are a primary source of referrals to the program. Guidance counselors provide ongoing counseling to participants enrolled. Their involvement extends to remediation training, and if they feel additional remediation is needed the sessions are extended for the participant.

INTERAGENCY LINKAGES:

The Service Delivery Area has existing linkages with a variety of public and private agencies serving "at risk" youth. Included are community-based organizations, Youth Bureau, Probation Department, Departments of Social Services, New York State Employment Service and three-county school districts.

STEP IN-SCHOOL 1991

PROGRAM: City of Syracuse - SDA (Syracuse)

FUNDING LEVEL: $75,000
TOTAL PARTICIPANTS PLANNED: 55
TOTAL PARTICIPANTS ENROLLED: 69

TARGET POPULATION:

Economically disadvantaged youth aged 16-18, with emphasis on youth from families receiving public welfare assistance.

PROGRAM COMPONENTS:

Each participant will be involved in one or more of the following:

- intake
- assessment
- enrollment
- pre-testing
- pre and post testing
- education for employment
- monitoring of school performance
- work experience placement
- counseling and supportive services

YOUTH COMPETENCIES:

Pre-employment youth competencies.

JOB SITES:

Private sector on-the-job training and work experience positions. Occupational areas include: retailing, clerical, building maintenance and stock clerk.

METHOD OF PAYMENT:

Pre-employment/work maturity or occupations training: employees were placed on the city payroll and paid by the city's finance bureau bi-weekly. Work experience sites: participants were paid minimum wage bi-weekly by program operator.

CONTACT WITH PARTICIPANTS:

Counseling throughout the program, provided by Employment Service Specialists and guidance counselors from the school system.

CONTACT WITH SCHOOLS:

School systems within SDA will be part of recruitment effort, with guidance counselors playing a key role.

INTERAGENCY LINKAGES:

Established community linkages with human service agencies and educational systems. A series of youth community roundtable meetings are held to discuss youth programs, including STEP. The PIC is the major focus of coordination with private sector businesses.

STEP IN-SCHOOL 1991

PROGRAM: Suffolk County SDA
(Hauppauge)

FUNDING LEVEL: $190,000
TOTAL PARTICIPANTS PLANNED: 92
TOTAL PARTICIPANTS ENROLLED: 103

TARGET POPULATION:

Economically disadvantaged youth aged 16 - 18 who are likely to drop out of school, including students: with truancy problems, from broken homes, who are substance abusers, and pregnant teenagers. Preference given to homeless youth receiving public assistance.

PROGRAM COMPONENTS:

Recruitment, enrollment, orientation and testing, worksite development, participant assignment, ongoing support services/school system linkages, worksite follow-ups and counseling.

JOB SITES:

Work experience sites developed in public and private agencies and businesses, with SDA subsidizing up to 50% of the participant wages paid. Participants enrolled in the following occupational areas: food service preparer, clerical aide, custodial aide, nursery school teacher aide, warehouse worker, greenhouse worker, machine operator and English (English as a second language) tutors.

METHOD OF PAYMENT:

For subsidized work experience the SDA pays the participant; employer responsible for reimbursement of 50% of wages.

CONTACT WITH PARTICIPANTS:

Vocational counselors set up appointments with students at their school. They formally establish eligibility, enroll, and conduct assessments. Counselors also conduct worksite monitoring visits and are available for ongoing counseling of participants.

CONTACT WITH SCHOOLS:

(See CONTACT WITH PARTICIPANTS)

INTERAGENCY LINKAGES:

Existing network of linkages with school systems and Pre-employment and Work Maturity programs at schools. Also, cooperative agreements with: Community Based Organizations, Health Department, Youth Bureau, Department of Social Services, New York State Employment Service, Sheriff's Office and Office of Vocational Rehabilitation.

STEP OUT-OF-SCHOOL 1991

PROGRAM: ACCESS

FUNDING LEVEL: $60,000
TOTAL PARTICIPANTS PLANNED: 13
TOTAL PARTICIPANTS ENROLLED: 14

TARGET POPULATION:

Economically disadvantaged youth, ages 16-18 who are high school dropouts. Preference will be given to welfare recipients, teenage parents, justice system referrals and foster care youth.

PROGRAM COMPONENTS:

1) Planning
2) Recruitment
3) Assessment
4) On-the-Job Training
5) Vocational Classroom Training
6) Basic Academic Skills Training
7) Counseling and World of Work Activities
8) Evaluation and follow-up

JOB SITES:

Worksite will be chosen from public and non-profit agencies which are judged on work activity, size, and quality of supervisory staff, hours, lack of hazards and suitable location.

METHOD OF PAYMENT:

Work experience slots paid directly by program operator. On-the-job training lots paid directly by employer with reimbursement of 50% by program operators.

CONTACT WITH PARTICIPANTS:

On-going.

INTERAGENCY LINKAGES:

Linkages have been established with various state and local agencies. Non-profit organizations, school districts and community groups.

STEP OUT-OF-SCHOOL 1991

PROGRAM: Action for a Better Community

FUNDING LEVEL: $70,000
TOTAL PARTICIPANTS PLANNED: 25
TOTAL PARTICIPANTS ENROLLED: 31

TARGET POPULATION:

Economically disadvantaged youth, ages 16-18 who are high school dropouts. Preference will be given to welfare recipients, teenage parents, justice system referrals and foster care youth.

PROGRAM COMPONENTS:

1) Planning
2) Recruitment
3) Assessment
4) On-the-Job Training
5) Vocational Classroom Training
6) Basic Academic Skills Training
7) Counseling and World of Work Activities
8) Evaluation and follow-up

JOB SITES:

Worksite will be chosen from public and non-profit agencies which are judged on work activity, size, and quality of supervisory staff, hours, lack of hazards and suitable location.

METHOD OF PAYMENT:

Work experience slots paid directly by program operator. On-the-job training slots paid directly by employer with reimbursement of 50% by program operators.

CONTACT WITH PARTICIPANTS:

On-going.

INTERAGENCY LINKAGES:

Linkages have been established with various state and local agencies. Non-profit organizations, school districts and community groups.

STEP OUT-OF-SCHOOL 1991

PROGRAM: Broome County Catholic Youth Organization (Binghamton)

FUNDING LEVEL: $92,000
TOTAL PARTICIPANTS PLANNED: 35
TOTAL PARTICIPANTS ENROLLED: 42

TARGET POPULATION:

Economically disadvantaged youth 16-18 years of age, who are out-of-school dropouts. Preference will be given to homeless youth.

PROGRAM COMPONENTS:

Pre-employment training, educational upgrading, motivational activities, and the work component.

JOB SITES:

Primarily in the private sector, for both work experience and on-the-job training. Occupations include: social worker assistant, salesperson, maintenance, stock clerk, light truck maintenance.

METHOD OF PAYMENT:

Directly by the employer with reimbursement of 50% by program operator.

CONTACT WITH PARTICIPANTS:

Counseling staff met with participants at least once a week and maintain a case log for each participant.

INTERAGENCY LINKAGES:

Established ongoing network of linkages with various State and local human service agencies and local school districts. These agencies will be the primary source of recruitment of participants.

STEP OUT-OF-SCHOOL 1991

PROGRAM: Bronx Center for Progressive Services, Inc. (Bronx)

FUNDING LEVEL: $60,000
TOTAL PARTICIPANTS PLANNED: 50
TOTAL PARTICIPANTS ENROLLED: 56

TARGET POPULATION:

Economically disadvantaged, out-of-school youth aged 16-18. Preference given to homeless youth and youth receiving public assistance.

PROGRAM COMPONENTS:

Recruitment, intake, orientation, assessment, career skills, life skills, basic skills.

JOB SITES:

Private sector OJT programs. Participants employed in the following occupational areas: silk screening, clerks, cashiers, cook, stock person, word processing and computer programming.

METHOD OF PAYMENT:

Employers paid 100% of participants' wages.

CONTACT WITH PARTICIPANTS:

Counseling is in the form of individualized and/or group sessions on a regular basis. Counselor responsible for advising youth on what is expected to participate in program and to assist them with special problems as the program progresses.

INTERAGENCY LINKAGES:

Existing linkages with community-based organizations, churches, and local government and human services agencies.

STEP OUT-OF-SCHOOL 1991

PROGRAM: Columbia Opportunities
Hudson, New York

FUNDING LEVEL: $65,000
TOTAL PARTICIPANTS PLANNED: 20
TOTAL PARTICIPANTS ENROLLED: 38

TARGET POPULATION:

Economically disadvantaged school dropouts, ages 16-19, special emphasis on welfare recipients, minorities, teen parents and homeless youth.

PROGRAM COMPONENTS:

Orientation, employability, training, work experience or on-the-job training and job placement in unsubsidized employment.

JOB SITES:

Worksite will be chosen from public and non-profit agencies which are judged on work activity, size, and quality of supervisory staff, hours, lack of hazards and suitable location.

METHOD OF PAYMENT:

On-the-job participants paid directly by employer; work experience paid by program operator.

CONTACT WITH PARTICIPANTS:

On-going.

INTERAGENCY LINKAGES:

Linkages have been established with various state and local agencies. Non-profit organizations, school districts and community groups.

STEP OUT-OF-SCHOOL 1991

PROGRAM: Educational Assistance Center (Mineola)

FUNDING LEVEL: $160,000
TOTAL PARTICIPANTS PLANNED: 38
TOTAL PARTICIPANTS ENROLLED: 39

TARGET POPULATION:

Economically disadvantaged youth, ages 16-18, with an emphasis on the homeless.

PROGRAM COMPONENTS:

Recruitment, orientation, testing, counseling, job readiness, basic skills and GED preparation, work experience and OJT.

JOB SITES:

Participants are placed on worksites for 20-30 hours per week after the first eight weeks of the program.

METHOD OF PAYMENT:

Participants are paid directly by the program operator while in work experience and directly by employers while in on-the-job training, where employers are reimbursed for 50% of wages.

CONTACT WITH PARTICIPANTS:

Counseling is an important component of the program, with intensive personal counseling provided at the onset.

INTERAGENCY LINKAGES:

There are linkages with the Job Service, Nassau County Department of Social Services, the Runaway Youth Coordinating Council, Nassau Children's House and other local programs.

STEP OUT-OF-SCHOOL 1991

PROGRAM: Catholic Charities of Buffalo
Manpower Services, Inc.

FUNDING LEVEL: $80,000
TOTAL PARTICIPANTS PLANNED: 36
TOTAL PARTICIPANTS ENROLLED: 46

TARGET POPULATION:

Out-of-school youth ages 16-18 with an emphasis on the homeless and public assistance recipients.

PROGRAM COMPONENTS:

During the first few days, participants take part in program orientation, needs assessment and career exploration. This is followed by enrollment in a basic skills/GED preparation activity, then into a vocational skills training component.

JOB SITES:

Work experience and on-the-job training sites are developed to teach computer literacy, or specific training for gas station attendant, waiter/waitress or retail clerk.

METHOD OF PAYMENT:

Employers are reimbursed for up to 50% of participant's wages while in on-the-job training.

CONTACT WITH PARTICIPANTS:

Counseling is fundamental to the program, with staff in frequent contact with participants.

INTERAGENCY LINKAGES:

Support service arrangements are in place with the Erie County Department of Social Services, various youth bureaus, the county probation department, local school district, Compass house, the Salvation Army, the city Mission and the Erie County Summer Youth Program.

STEP OUT-OF-SCHOOL 1991

PROGRAM: City of Albany, New York

FUNDING LEVEL: $85,000
TOTAL PARTICIPANTS PLANNED: 34
TOTAL PARTICIPANTS ENROLLED: 34

TARGET POPULATION:

Economically disadvantaged youth, ages 16-18 who are high school dropouts. Preference will be given to welfare recipients, teenage parents, justice system referrals and foster care youth.

PROGRAM COMPONENTS:

Recruitment, orientation, testing, academic and pre-employment training, work experience, job development and placement.

JOB SITES:

Primarily private sector sites used.

METHOD OF PAYMENT:

Employer pays directly with 50% reimbursement by program operators.

CONTACT WITH PARTICIPANTS:

Both career and personal counseling is provided on an on-going basis.

INTERAGENCY LINKAGES:

Services are coordinated with the educational system, community, human services agencies and private sector employers. Linkages have been developed with several local agencies.

STEP OUT-OF-SCHOOL 1991

PROGRAM: Clarkson Center (Buffalo)

FUNDING LEVEL: $77,000
TOTAL PARTICIPANTS PLANNED: 30
TOTAL PARTICIPANTS ENROLLED: 46

TARGET POPULATION:

Out-of-school youth, ages 16-18, with an emphasis on the homeless or those receiving public assistance.

PROGRAM COMPONENTS:

GED preparation and basic skills instruction are combined with the Comprehensive Competencies Program. At the same time, on-the-job training was used followed by job placement.

JOB SITES:

Job site development is coordinated with the Allentown Youth Services Consortium and the Private Industry Council.

METHOD OF PAYMENT:

CONTACT WITH PARTICIPANTS:

Counseling is an on-going and integral part of the program.

INTERAGENCY LINKAGES:

Supportive service linkages have been established with most human service agencies in Buffalo. Referrals were accepted from over 40 social services and community-based organizations. The city's public and parochial schools and the Educational Opportunity Center are also involved in the program.

STEP OUT-OF-SCHOOL 1991

PROGRAM: Coalition for People's Rights (Newburgh)

FUNDING LEVEL: $90,000
TOTAL PARTICIPANTS PLANNED: 45
TOTAL PARTICIPANTS ENROLLED: 46

TARGET POPULATION:

Economically-disadvantaged youth, 16-18 years old. Preference given to homeless youth, teenage parents, and youth receiving public assistance.

PROGRAM COMPONENTS:

Recruitment
Orientation
Classroom Development

- remedial instruction
- counseling career resources
- decision-making processes
- personal unit report on job development

Worksite Component - at least 20 hours weekly

JOB SITES:

Private sector job sites in the following occupational areas: sales, shipping and receiving clerk, stock clerk and maintenance.

METHOD OF PAYMENT:

Primarily directly to the employer.

CONTACT WITH PARTICIPANTS:

Staff, on an individual and group basis, counsels youth in making decisions in regards to careers and programs in the high school, both day and night courses. Also, when appropriate, counseled on personal problems. Participants evaluated on a weekly basis through discussions between appropriate guidance counselors and teachers.

INTERAGENCY LINKAGES:

Existing linkages with school system and other youth service providers, including local BOCES, Fishkill and Downstate Correctional facilities, Jewish Community Center and County Youth Bureau.

STEP OUT-OF-SCHOOL 1991

PROGRAM: Elmcor
Queens, New York

FUNDING LEVEL: $135,000
TOTAL PARTICIPANTS PLANNED: 54
TOTAL PARTICIPANTS ENROLLED: 55

TARGET POPULATION:

Economically disadvantaged youth, ages 16-18 who are high school dropouts. Preference will be given to welfare recipients, teenage parents, justice system referrals and foster care youth.

PROGRAM COMPONENTS:

Recruitment, orientation, testing, academic and pre-employment training, work experience, job development and placement.

JOB SITES:

Primarily private sector sites used.

METHOD OF PAYMENT:

Employer pays directly with 50% reimbursement by program operators.

CONTACT WITH PARTICIPANTS:

Both career and personal counseling was provided on an on-going basis.

INTERAGENCY LINKAGES:

Services are coordinated with the educational system, community, human services agencies and private sector employers. Linkages have been developed with several local agencies.

STEP OUT-OF-SCHOOL 1991

PROGRAM: Economic Opportunity Commission of Nassau County, Inc. (Hempstead)

FUNDING LEVEL: $50,000
TOTAL PARTICIPANTS PLANNED: 15
TOTAL PARTICIPANTS ENROLLED: 20

TARGET POPULATION:

Economically disadvantaged youth, aged 16-18, with special preference to dropouts receiving public assistance and Homeless youth.

PROGRAM COMPONENTS:

1) Recruitment
2) Selection
3) Assessment
4) Counseling
5) Evaluation and follow-up

JOB SITES:

Primarily in the private sector, for both work experience and on-the-job training. Occupations include: typing, word processing and data entry activities.

METHOD OF PAYMENT:

Directly by the employer with up to 50% reimbursed by program operator.

CONTACT WITH PARTICIPANTS:

Counseling will be provided on an individual basis, as needed, throughout the program. Participants will attend basic skills instruction two hours twice a week and occupational skills instruction two hours twice a week.

INTERAGENCY LINKAGES:

Established linkages exist with school districts, state and local Human Service Agencies and Community-Based Organizations.

STEP OUT-OF-SCHOOL 1991

PROGRAM: EOP, Inc., of Chemung and Schuyler Counties

FUNDING LEVEL: $85,000
TOTAL PARTICIPANTS PLANNED: 25
TOTAL PARTICIPANTS ENROLLED: 29

TARGET POPULATION:

Economically-disadvantaged youth, 16-18 years old. Preference given to homeless youth, teenage parents, and youth receiving public assistance.

PROGRAM COMPONENTS:

Recruitment
Orientation
Classroom Development

- remedial instruction
- counseling career resources
- decision-making processes
- personal unit report on job development

Worksite Component - at least 20 hours weekly

JOB SITES:

Private sector job sites in the following occupational areas: sales, shipping and receiving clerk, stock clerk and maintenance.

METHOD OF PAYMENT:

Primarily directly to the employer.

CONTACT WITH PARTICIPANTS:

Staff, on an individual and group basis, counsels youth in making decisions in regards to careers and programs in the high school, both day and night courses. Also, when appropriate, counseled on personal problems. Participants evaluated on a weekly basis through discussions between appropriate guidance counselors and teachers.

INTERAGENCY LINKAGES:

Existing linkages with school system and other youth service providers, including the New York State Employment Service and community based organizations.

STEP OUT-OF-SCHOOL 1991

PROGRAM: FEGS
New York, New York

FUNDING LEVEL: $65,000
TOTAL PARTICIPANTS PLANNED: 15
TOTAL PARTICIPANTS ENROLLED: 21

TARGET POPULATION:

Economically disadvantaged school dropouts, ages 16-19, special emphasis on welfare recipients, minorities, teen parents and homeless youth.

PROGRAM COMPONENTS:

Orientation, employability, training, work experience or on-the-job training and job placement in unsubsidized employment.

JOB SITES:

Worksite will be chosen from public and non-profit agencies which are judged on work activity, size, and quality of supervisory staff, hours, lack of hazards and suitable location.

METHOD OF PAYMENT:

On-the-job participants paid directly by employer; work experience paid by program operator.

CONTACT WITH PARTICIPANTS:

On-going.

INTERAGENCY LINKAGES:

Linkages have been established with various state and local agencies. Non-profit organizations, school districts and community groups.

STEP OUT-OF-SCHOOL 1991

PROGRAM: Guidance Referrals Apprenticeship and Beyond (GRAB)

FUNDING LEVEL: $50,000
TOTAL PARTICIPANTS PLANNED: 15
TOTAL PARTICIPANTS ENROLLED: 19

TARGET POPULATION:

Economically disadvantaged youth, ages 16-18 who are high school dropouts. Preference will be given to welfare recipients, teenage parents, justice system referrals and foster care youth.

PROGRAM COMPONENTS:

1) Planning
2) Recruitment
3) Assessment
4) On-the-Job Training
5) Vocational Classroom Training
6) Basic Academic Skills Training
7) Counseling and World of Work Activities
8) Evaluation and follow-up

JOB SITES:

Worksite will be chosen from public and non-profit agencies which are judged on work activity, size, and quality of supervisory staff, hours, lack of hazards and suitable location.

METHOD OF PAYMENT:

Work experience slots paid directly by program operator. On-the-job training slots paid directly by employer with reimbursement of 50% by program operators.

CONTACT WITH PARTICIPANTS:

On-going.

INTERAGENCY LINKAGES:

Linkages have been established with various state and local agencies. Non-profit organizations, school districts and community groups.

STEP OUT-OF-SCHOOL 1991

PROGRAM: Henry Street Settlement
(New York, New York)

FUNDING LEVEL: $100,000
TOTAL PARTICIPANTS PLANNED: 30
TOTAL PARTICIPANTS ENROLLED: 40

TARGET POPULATION:

Economically disadvantaged youth, aged 16-18, with emphasis on youth receiving public assistance and homeless youth. Participants will also include ex-offenders, former substance abusers, teenage parents and/or foster care youth residing in group homes.

PROGRAM COMPONENTS:

1) Recruitment
2) Basic Education
3) Pre-employment skills training
4) Counseling
5) Work Experience
6) Evaluation and follow-up

JOB SITES:

All participants were placed in public sector work experience sites upon determination of their ability to perform available work.

METHOD OF PAYMENT:

All wages and fringe benefits for Work Experience participants was paid by the employer.

CONTACT WITH PARTICIPANTS:

Once a week, participants attended individual as well as group counseling sessions. This taught participants job interview skills, on-the-job relations, and life skills in general. Individual counseling assisted participants with family problems, health, day care, etc. so to insure consistency and stability in their daily progress.

INTERAGENCY LINKAGES:

Long established linkages with community-based organizations, churches, local government and human service agencies.

STEP OUT-OF-SCHOOL 1991

PROGRAM: Town of Huntington

FUNDING LEVEL: $50,000
TOTAL PARTICIPANTS PLANNED: 17
TOTAL PARTICIPANTS ENROLLED: 31

TARGET POPULATION:

Out-of-school youth ages 16 to 18. Preference will be given to public assistance recipients, runaways and homeless youth.

PROGRAM COMPONENTS:

Basic education, English as a second language, GED preparation, a writing workshop, work maturity training, pre-employment skills development, work experience, OJT and job placement.

JOB SITES:

Public and non-profit worksites are used.

METHOD OF PAYMENT:

Participants are paid directly by the program operator while in work experience and are paid by the employer while in OJT.

CONTACT WITH PARTICIPANTS:

Counseling is an integral part of the program. All staff meet with the tutors and Project Director weekly to monitor students' progress.

INTERAGENCY LINKAGES:

Linkages are in place with various youth agencies and organizations, the Youth Bureau, Department of Community Resources, Planned Parenthood, Probation and Social Services.

STEP OUT-OF-SCHOOL 1991

PROGRAM: JUST US, Inc.
(New York City)

FUNDING LEVEL: $130,000
TOTAL PARTICIPANTS PLANNED: 40
TOTAL PARTICIPANTS ENROLLED: 35

TARGET POPULATION:

Economically disadvantaged, out-of-school youth aged 16-18. Preference given to homeless youth and youth receiving public assistance. Also included are youth who are: juvenile delinquents, substance abusers, offenders, limited English speaking, and teen parents.

PROGRAM COMPONENTS:

Intake, assessment, counseling, basic and life skills, work experience, on-the-job training.

JOB SITES:

Work experience and OJT sites are in public and non-profit agencies in the following occupational areas: receptionist, food helper aides, secretaries, stock worker, counter aides, product demonstrators, nurses aides and delivery person.

METHOD OF PAYMENT:

Work experience slots paid directly by program operator. On-the-job training slots paid directly by employer with reimbursement of 50% by program operators.

CONTACT WITH PARTICIPANTS:

Counseling on an individualized basis at least once a week, and group sessions are a part of basic and life skills training.

INTERAGENCY LINKAGES:

JUST US has ongoing coordination agreements with other community-based organizations, human service and education agencies. They provided outreach efforts, provided possible worksites, and augment the supportive service capability of the program. In the private sector, JUST US has established close working relationship with: Chamber of Commerce, Business Advisory Council, construction firms, and many small businesses.

STEP OUT-OF-SCHOOL 1991

PROGRAM: Latimer-Woods Economic Development Association, Inc. (Brooklyn)

FUNDING LEVEL: $100,000
TOTAL PARTICIPANTS PLANNED: 40
TOTAL PARTICIPANTS ENROLLED: 42

TARGET POPULATION:

Youth, ages 16-18, who have dropped out of school, with an emphasis on the homeless.

PROGRAM COMPONENTS:

There are three cycles, each including orientation and job readiness training with an on-the-job training component. Basic skills and GED instruction are included.

JOB SITES:

Sites emphasized developing typing, word processing and data communications skills.

METHOD OF PAYMENT:

Participants are paid the minimum wage by the program for 24 weeks for up to 28 hours per week.

CONTACT WITH PARTICIPANTS:

Counselors are in frequent contact with participants and instructors; counseling continues after job placement. There was also a weekly assembly where all participants meet with a guest speaker.

INTERAGENCY LINKAGES:

A supportive relationship exists between the city schools and the Division for Youth.

STEP OUT-OF-SCHOOL 1991

PROGRAM: Monroe Community College
STAGE Program

FUNDING LEVEL: $85,000
TOTAL PARTICIPANTS PLANNED: 30
TOTAL PARTICIPANTS ENROLLED: 56

TARGET POPULATION:

Economically disadvantaged youth, ages 16-18 who are high school dropouts. Preference will be given to welfare recipients, teenage parents, justice system referrals and foster care youth.

PROGRAM COMPONENTS:

Recruitment, orientation, testing, academic and pre-employment training, work experience, job development and placement.

JOB SITES:

Primarily private sector sites used.

METHOD OF PAYMENT:

Employer pays directly with 50% reimbursement by program operators.

CONTACT WITH PARTICIPANTS:

Both career and personal counseling is provided on an on-going basis.

INTERAGENCY LINKAGES:

Linkages already exist as a result of the college's close involvement with the community as well as through several programs offered by the college.

STEP OUT-OF-SCHOOL 1991

PROGRAM: National Congress of Neighborhood Women (Brooklyn)

FUNDING LEVEL: $90,000
TOTAL PARTICIPANTS PLANNED: 28
TOTAL PARTICIPANTS ENROLLED: 31

TARGET POPULATION:

Economically disadvantaged, out-of-school youth, aged 16-18. Preference given to homeless youth, teen parents and youth receiving public assistance.

PROGRAM COMPONENTS:

Recruitment, counseling, educational services, orientation (career education, job readiness, and job-seeking skills orientation).

JOB SITES:

Work experience and on-the-job training sites primarily in the private sector. Occupations include: landscaping, hospital support staff, office clerk, and law clerk.

METHOD OF PAYMENT:

Work experience participants paid directly by program operator. OJT participants paid by employer with 50% reimbursement by program operator.

CONTACT WITH PARTICIPANTS:

Counseling is on an individualized basis to develop an individual "employability plan" and for discussion of personal problems and possible solutions.

INTERAGENCY LINKAGES:

Existing linkages with the Staten Island Department of Probation, Division for Youth, Department of Social Services, Urban League T.A.P. Center and various school districts.

STEP OUT-OF-SCHOOL 1991

PROGRAM: National Puerto Rican Forum

FUNDING LEVEL: $90,000
TOTAL PARTICIPANTS PLANNED: 26
TOTAL PARTICIPANTS ENROLLED: 39

TARGET POPULATION:

Economically disadvantaged youth, ages 16-18 who are high school dropouts. Preference will be given to welfare recipients, teenage parents, justice system referrals and foster care youth.

PROGRAM COMPONENTS:

1) Planning
2) Recruitment
3) Assessment
4) On-the-Job Training
5) Vocational Classroom Training
6) Basic Academic Skills Training
7) Counseling and World of Work Activities
8) Evaluation and follow-up

JOB SITES:

Worksite will be chosen from public and non-profit agencies which are judged on work activity, size, and quality of supervisory staff, hours, lack of hazards and suitable location.

METHOD OF PAYMENT:

Work experience slots paid directly by program operator. On-the-job training slots paid directly by employer with reimbursement of 50% by program operators.

CONTACT WITH PARTICIPANTS:

On-going.

INTERAGENCY LINKAGES:

Linkages have been established with various state and local agencies. Non-profit organizations, school districts and community groups.

STEP OUT-OF-SCHOOL 1991

PROGRAM: New York Urban League, Inc.
(New York City)

FUNDING LEVEL: $140,000
TOTAL PARTICIPANTS PLANNED: 40
TOTAL PARTICIPANTS ENROLLED: 56

TARGET POPULATION:

Economically disadvantaged 16-18 year olds; the majority will be receiving public assistance and some will be homeless.

PROGRAM COMPONENTS:

Orientation, basic educational skills (GED preparation and remedial education), work experience (limited to the hard-to-place), on-the-job training (OJT), support service.

JOB SITES:

Job sites are primarily in the private sector, in the following occupational areas: building renovation, trucking, maintenance, food service, and salesperson.

METHOD OF PAYMENT:

Participants paid directly by the employer for the OJT portion. Work experience paid by program operator.

CONTACT WITH PARTICIPANTS:

As needed on a day-to-day basis by experienced ongoing counseling staff.

INTERAGENCY LINKAGES:

Established linkages with NYC Department of Social Services, NYS Job Service, Department of Juvenile Justice, and NYC high schools.

STEP OUT-OF-SCHOOL 1991

PROGRAM: Niagara Falls City School District

FUNDING LEVEL: $65,000
TOTAL PARTICIPANTS PLANNED: 20
TOTAL PARTICIPANTS ENROLLED: 21

TARGET POPULATION:

Economically disadvantaged youth, ages 16-18 who are high school dropouts. Preference will be given to welfare recipients, teenage parents, justice system referrals and foster care youth.

PROGRAM COMPONENTS:

1) Planning
2) Recruitment
3) Assessment
4) On-the-Job Training
5) Vocational Classroom Training
6) Basic Academic Skills Training
7) Counseling and World of Work Activities
8) Evaluation and follow-up

JOB SITES:

Worksite will be chosen from public and non-profit agencies which are judged on work activity, size, and quality of supervisory staff, hours, lack of hazards and suitable location.

METHOD OF PAYMENT:

Work experience slots paid directly by program operator. On-the-job training slots paid directly by employer with reimbursement of 50% by program operators.

CONTACT WITH PARTICIPANTS:

On-going.

INTERAGENCY LINKAGES:

Linkages have been established with various state and local agencies. Non-profit organizations, school districts and community groups.

STEP OUT-OF-SCHOOL 1991

PROGRAM: Planned Parenthood of New York City (New York, New York)

FUNDING LEVEL: $70,000
TOTAL PARTICIPANTS PLANNED: 20
TOTAL PARTICIPANTS ENROLLED: 39

TARGET POPULATION:

Economically disadvantaged youth, aged 16-18, who are out-of-school dropouts, homeless, welfare recipients and teen parents.

PROGRAM COMPONENTS:

1) Planning
2) Recruitment
3) Assessment
4) On-the-Job Training
5) Vocational Classroom Training
6) Basic Academic Skills Training
7) Counseling and World of Work Activities
8) Evaluation and follow-up

JOB SITES:

Participants were placed in on-the-job training positions with New York City employers.

METHOD OF PAYMENT:

Directly by the employer with reimbursement up to 50% by program operator.

CONTACT WITH PARTICIPANTS:

Counseling staff met with participants on a weekly basis. Participants will also attended two hour, twice a week vocational training classes and twelve hours per week of basic academic skills training.

INTERAGENCY LINKAGES:

Established ongoing linkages exist with various state and local Human Services Agencies.

STEP OUT-OF-SCHOOL 1991

PROGRAM: Ridgewood Bushwick Senior Citizens Council (Brooklyn)

FUNDING LEVEL: $293,000
TOTAL PARTICIPANTS PLANNED: 70
TOTAL PARTICIPANTS ENROLLED: 70

TARGET POPULATION:

Economically disadvantaged youth ages 16-18 who have dropped out of school.

PROGRAM COMPONENTS:

Recruitment, testing, assessment, counseling instruction in basic educational skills, GED preparation, labor market orientation and placement on unsubsidized employment.

JOB SITES:

Primarily private sector sites are used.

METHOD OF PAYMENT:

Participants are paid directly by the program operator during training and by the employer for OJT.

CONTACT WITH PARTICIPANTS:

Each participant has one-on-one counseling, with a minimum of one hour per participant focused on individual accomplishment.

INTERAGENCY LINKAGES:

Existing linkages with school system and other youth services providers, including State and local agencies and community based organizations.

STEP OUT-OF-SCHOOL 1991

PROGRAM: Schenectady Youth Consortium
Schenectady, New York

FUNDING LEVEL: $90,000
TOTAL PARTICIPANTS PLANNED: 26
TOTAL PARTICIPANTS ENROLLED: 35

TARGET POPULATION:

Economically disadvantaged school dropouts, ages 16-19, special emphasis on welfare recipients, minorities, teen parents and homeless youth.

PROGRAM COMPONENTS:

Orientation, employability, training, work experience or on-the-job training and job placement in unsubsidized employment.

JOB SITES:

Worksite will be chosen from public and non-profit agencies which are judged on work activity, size, and quality of supervisory staff, hours, lack of hazards and suitable location.

METHOD OF PAYMENT:

On-the-job participants paid directly by employer; work experience paid by program operator.

CONTACT WITH PARTICIPANTS:

On-going.

INTERAGENCY LINKAGES:

Linkages have been established with various state and local agencies. Non-profit organizations, school districts and community groups.

STEP OUT-OF-SCHOOL 1991

PROGRAM: Self-Help, Inc.
(Queens)

FUNDING LEVEL: $100,000
TOTAL PARTICIPANTS PLANNED: 28
TOTAL PARTICIPANTS ENROLLED: 25

TARGET POPULATION:

Out-of-school youth ages 16-18 who have dropped out of school and who have severe barriers to employment.

PROGRAM COMPONENTS:

Activities include job readiness training, educational services, subsidized work experience, on-the-job training and job development.

JOB SITES:

Non-profit agencies are used for work experience and private and public employers used for on-the-job training.

METHOD OF PAYMENT:

Work experience is fully subsidized, with the participants paid by the worksite. On-the-job training employers are reimbursed for 50% of participant wages.

CONTACT WITH PARTICIPANTS:

Each participant meets with a program counselor at least weekly.

INTERAGENCY LINKAGES:

Supportive linkages have been fostered with local schools, community and youth organizations, churches, group homes and the Department of Social Services.

STEP OUT-OF-SCHOOL 1991

PROGRAM: Seneca Center
(Bronx)

FUNDING LEVEL: $100,000
TOTAL PARTICIPANTS PLANNED: 30
TOTAL PARTICIPANTS ENROLLED: 44

TARGET POPULATION:

Economically disadvantaged youth, ages 16-18 who are high school dropouts. Preference will be given to welfare recipients, teenage parents, justice system referrals and foster care youth.

PROGRAM COMPONENTS:

Recruitment, orientation, testing, academic and pre-employment training, work experience, job development and placement.

JOB SITES:

Primarily private sector sites used.

METHOD OF PAYMENT:

Employer pays directly with 50% reimbursement by program operators.

CONTACT WITH PARTICIPANTS:

Both career and personal counseling is provided on an on-going basis.

INTERAGENCY LINKAGES:

Services are coordinated with the educational system, community, human services agencies and private sector employers. Linkages have been developed with several local agencies.

STEP OUT-OF-SCHOOL 1991

PROGRAM: Staten Island Children's Council

FUNDING LEVEL: $65,000
TOTAL PARTICIPANTS PLANNED: 15
TOTAL PARTICIPANTS ENROLLED: 20

TARGET POPULATION:

Out-of-school youth ages 16-18 who are not in a formal education program; preference will be given to homeless youth.

PROGRAM COMPONENTS:

In addition to intake, orientation and assessment, GED instruction and computer literacy are taught. This is followed by work experience or on-the-job training. An Image Consultant was also available.

JOB SITES:

Work experience and OJT sites in the private sector helped develop computer related skills development.

METHOD OF PAYMENT:

A stipend was paid directly by the program to participants "most in need".

CONTACT WITH PARTICIPANTS:

A minimum of 10 hours of individual counseling was provided in addition to group counseling.

INTERAGENCY LINKAGES:

Existing linkages with school system and other youth service providers, such as State and local agencies and community based organization.

STEP OUT-OF-SCHOOL 1991

PROGRAM: TIP Neighborhood House, Inc. (New York City)

FUNDING LEVEL: $100,000
TOTAL PARTICIPANTS PLANNED: 27
TOTAL PARTICIPANTS ENROLLED: 27

TARGET POPULATION:

Economically disadvantaged youth, ages 16-18 who are high school dropouts. Preference will be given to welfare recipients, teenage parents, justice system referrals and foster care youth.

PROGRAM COMPONENTS:

Recruitment, orientation, testing, academic and pre-employment training, work experience, job development and placement.

JOB SITES:

Primarily private sector sites used.

METHOD OF PAYMENT:

Employer pays directly with 50% reimbursement by program operators.

CONTACT WITH PARTICIPANTS:

Both career and personal counseling is provided on an on-going basis.

INTERAGENCY LINKAGES:

Services are coordinated with the educational system, community, human services agencies and private sector employers. Linkages have been developed with several local agencies.

STEP OUT-OF-SCHOOL 1991

PROGRAM: UAW-JDIC
Buffalo, New York

FUNDING LEVEL: $90,000
TOTAL PARTICIPANTS PLANNED: 50
TOTAL PARTICIPANTS ENROLLED: 50

TARGET POPULATION:

Economically disadvantaged school dropouts, ages 16-19, special emphasis on welfare recipients, minorities, teen parents and homeless youth.

PROGRAM COMPONENTS:

Orientation, employability, training, work experience or on-the-job training and job placement in unsubsidized employment.

JOB SITES:

Worksite will be chosen from public and non-profit agencies which are judged on work activity, size, and quality of supervisory staff, hours, lack of hazards and suitable location.

METHOD OF PAYMENT:

On-the-job participants paid directly by employer; work experience paid by program operator.

CONTACT WITH PARTICIPANTS:

On-going.

INTERAGENCY LINKAGES:

Linkages have been established with various state and local agencies. Non-profit organizations, school districts and community groups.

STEP OUT-OF-SCHOOL 1991

PROGRAM: Vannguard Urban Improvement Association, Inc. (Brooklyn)

FUNDING LEVEL: $360,000
TOTAL PARTICIPANTS PLANNED: 80
TOTAL PARTICIPANTS ENROLLED: 86

TARGET POPULATION:

Economically disadvantaged out-of-school youth aged 16-18. Preference given to homeless youth and youth receiving public assistance.

PROGRAM COMPONENTS:

Intake, career guidance and counseling, placement services, training (typing and word processing).

JOB SITES:

Private sector job sites are all work experience sites. The following occupational areas were filled: clerical, filing, typing, word processor operator, and building maintenance.

METHOD OF PAYMENT:

Vannguard pays the participant directly.

CONTACT WITH PARTICIPANTS:

Counseling is an ongoing process throughout the program, and intensified as needed.

INTERAGENCY LINKAGES:

Established linkages with community-based organizations, Department of Social Services, Division for Youth housing facilities, and local school systems. In the private sector, Information Processing Training Center operates a partnership with International Business Machines Corporation (IBM) and Vannguard for training of economically disadvantaged youth.